

MAR 1 1923

The Classical Weekly

Published weekly, on Monday, except in weeks in which there is a legal or a School holiday, from October 1 to May 31, at
Barnard College, New York City. Subscription price, \$2.00 per volume.
Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of
March 3, 1873.
Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on
June 28, 1918.

VOL. XVI, No. 16

MONDAY, FEBRUARY 26, 1923

WHOLE NO. 439

American Academy in Rome, School of Classical Studies, Summer Session July 9--August 18, 1923

A course of lectures and archaeological exercises will be given at the American Academy for graduate students who wish to pursue their studies during the summer in Rome.

The work will be under the charge of Professor Grant Showerman, University of Wisconsin, who is the present Annual Professor in the School, and who has resided in Rome for five years.

The course will consist of three lectures a week on the history of the City of Rome from its origin to the present time.

The work will be of a grade to entitle it to credit at American Universities.

The lectures will be given at the Academy building and students will have free use of the Library and other facilities for their work.

The fee for the course is \$50.

Facilities for students in the Italian language and literature are available in the city at small cost.

Pension rates may be calculated at about \$1.50 a day.

For further details regarding the work, or for assistance in obtaining lodgings in Rome, address the American Academy in Rome, Summer Session, Rome 29, Italy.

THE STANDARD

The standard has a special significance for all, in Roman army or in a modern Cæsar class. Cæsar's well-trained soldiers followed no more valiantly the standard they recognized for their own than do the modern pupils, who recognize as theirs the standard raised by

D'Ooge and Eastman's Cæsar in Gaul

The standard is a high one. It can be easily seen by the student, who, with this book, marches into the difficult Gallic Wars. "Cæsar in Gaul" provides a splendid background of Cæsar's life, his military methods, his personality, and the geographical and political conditions of his times. The study of Cæsar becomes, not easy but entirely reasonable and completely absorbing. In text, arrangement, notes, illustrations, and other material to enrich the Cæsar class the book is unexcelled.



GINN AND COMPANY

70 FIFTH AVENUE

NEW YORK

Just Published

Place's Second Year Latin

By PERLEY OAKLAND PLACE, *Professor of Latin, Syracuse University, Author of "Beginning Latin"*

596 PAGES

ILLUSTRATED

PRICE, \$1.68

THE gap between First Year Latin and the reading of Caesar is successfully bridged in this book. The introductory lessons lay stress on the syntactical principles not covered in First Year Latin, which need to be known by the student. Each chapter of this part ends with an easy Latin story applying the principles taught. The Training Camp provides an intensive study of the first twenty chapters of Caesar's Gallic War, consisting of a preliminary review, vocabulary, principles of syntax, the text, and exercises in Latin Composition.

In the main part of the book the most significant portions of the text are selected for translation; and these are united by English summaries and translations of the intervening passages. In this way a complete survey of Caesar's War in Gaul is presented. *The Argonauts* is given at the end. There are notes, an historical introduction, tables of inflections, summary of Latin syntax, and vocabularies.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

The Classical Weekly

VOL. XVI, No. 16

FEBRUARY 26, 1923

WHOLE No. 439

MR. MURRY ON STYLE

In a book¹ entitled *The Problem of Style* (Oxford University Press, 1922), Mr. J. Middleton Murry defines style as follows:

Style is a quality of language which communicates precisely emotions or thoughts, or a system of emotions or thoughts, peculiar to the author. Where thought predominates, there the expression will be in prose; where emotion predominates, the expression will be indifferently in prose or poetry, except that in the case of overwhelming immediate personal emotion the tendency is to find expression in poetry. Style is perfect when the communication of the thought or emotion is exactly accomplished; its position in the scale of absolute greatness, however, will depend upon the comprehensiveness of the system of emotions and thoughts to which the reference is perceptible.

The highest style, Mr. Murry suggests, is that wherein two current meanings of the words blend; it is a combination of the maximum of personality with the maximum of impersonality; on the one hand, it is a concentration of peculiar and personal emotions, on the other, it is a complete projection of this personal emotion into the created thing. All good styles are achieved by artifice, says Mr. Murry.

... When we distinguish between good styles equally achieved by artifice by calling some of them artificial and others natural, we are making not so much a literary as a scientific or even an ethical judgment; we are classifying modes of feeling with reference to a normal mode of feeling—common sense, as it was called in the eighteenth century. Within its limits it is a useful method of classification; but its limits are narrow. Very few great writers have approximated to the normal mode of feeling: Chaucer and Tolstoy are the only two that immediately occur to me. After them I can think only of writers of the second rank, like Bunyan and Massinger, and, in our own day, Samuel Butler.

This last quotation from Mr. Murry's book made me recall what I have seen so often in print, and have heard stated so often in lectures or speeches, that the style of the classical Latin authors was artificial. What of it? If Mr. Murry is right, it would seem that certain critics, while they were seeking to condemn Latin literature for its artificiality, were in reality praising it by admitting, in the very terms of their criticism, that the Latin authors had style, in the better sense of the word.

Of special interest to me, also, is Mr. Murry's dictum that the highest style is that wherein two current meanings of the words blend. This made me think at once of Sophocles and of Vergil. I would refer the interested reader to my notes on the various passages

of the *Aeneid* listed in the Index to my edition, under the caption *Suggestiveness of Vergil's Language* (pages 579-580). For Sophocles and for Vergil both I may refer also to an admirable passage, by A. E. Haigh, in *The Tragic Drama of the Greeks*, 163-165 (Oxford University Press, 1886).

Among the other qualities of the Sophoclean style one of the most distinctive is the subtlety and intricate delicacy of the phraseology. Sophocles, like Vergil and Tacitus among the Romans, is one of those artists in language who seem to exult in their power over the instrument which they employ, and who love to play experiments with words, to bend them to their will, and to strain their capacity to the utmost. He is a master of those felicitous and artfully chosen phrases, which tantalize the reader by their beauty and suggestiveness, stimulating his curiosity, while they elude exact analysis. . . . Above all he closely resembles Virgil in the half-veiled allusiveness of his style. He chooses some skilful combination of words, which, beyond its obvious significance, calls to mind yet other combinations, and opens out new vistas of thought. Various fancies and recollections appear to hover about the lines, suggested by the subtlety of the terms employed; and the language, in such cases, becomes alive with meaning, like an atmosphere quivering with diverse-coloured lights.

The same masterful supremacy over forms of diction is shown by Sophocles in many other ways, and especially in his bold innovations in grammar, and in his extensions and modifications in the meaning of words and phrases. The licence which he adopts in these matters has often been ascribed to the fluid and unformed condition of Attic Greek in the fifth century. But the fact that similar boldness is displayed by Virgil and Tacitus, though dealing with a language which had been fixed and stereotyped by previous usage, would seem to show that liberties of this kind are not confined to any particular stage of literary history, but are mainly due to the individual bent of the writer's genius. No ancient author, however, has carried them to a greater length than Sophocles. . . . He uses words and phrases in their literal and etymological, as opposed to their conventional, meaning. He gives a fresh turn to well-worn idioms by a change of structure. Lastly, he rejoices in those confusions of syntax to which the Greek was always prone, and by which one construction is suddenly merged into another.

... There is much more in the language than appears upon the mere surface; and in order to appreciate all the subtle shades of meaning, and all the niceties and intricacies of expression, much study is required. But the labour is well bestowed, and each fresh perusal of his plays reveals some new beauty and delicacy of phrase which had previously escaped notice. . . .

Of the points made in this passage Mr. Haigh gave illustrations in footnotes. I may refer here to my edition of the *Aeneid*, Introduction, § 203, and the Index, under *Elaborate Language*, *Inverted or Strained Expressions*, *Variations from Familiar Phrases*, etc., Vergil's *Love of* (page 542), and under *Confusion* (page 537).

¹I have not seen the book. The quotations from it are taken from an abstract of the book, published in *The Periodical* 8, 202-203 (Oxford University Press).

In connection with the style of Tacitus there are, I think, certain special considerations of which Mr. Haigh took no account. For these see my paper, *A Phase in the Development of Prose Writing Among the Romans*, *Classical Philology* 13 (1918), 138-154, especially 151-154.

C. K.

LATIN IN THE JUNIOR HIGH SCHOOL¹

If I had any question in my own mind as to my fitness for writing and reading a paper entitled *Junior High School Latin*, or any doubt as to the necessity of writing such a paper, that diffidence and that doubt were as nothing compared with what I felt when I came quite casually upon an article in *The Classical Journal* headed *Latin in the Grades* again.

The present discussion will of necessity be personal, for I can but tell what we are doing here in our two Junior High Schools in Pittsburgh; the subject in a general and national aspect I do not presume to treat, for it has been adequately surveyed by leading classicists and other educators whose reports have appeared in *The Classical Journal* and *THE CLASSICAL WEEKLY*, and in other educational papers (see *THE CLASSICAL WEEKLY* 12.201 for a list of such papers²).

The opportunity that the Junior High School organization affords of beginning Latin in the Eighth Grade gives us three semesters instead of two to anticipate the Senior High School Latin. It is not our intention, however, to place the Latin of the traditional course back one year, by working over the same ground, along the same traditional lines.

We purpose, rather, not only to minimize the difficulties of beginning Latin, but also to provide a richer, broader content that will be a background against which we shall develop a course with Dr. Mason D. Gray's threefold aim—practical, disciplinary, and cultural. Beginners' books in present use have been written too much for small numbers of students who intend to go to College and too little for the large number who study Latin only during one or two years of the High School Course.

The aims and the contents of our Junior High School Course are as follows:

AIMS

- (1) To illuminate the mother tongue.

We are not teaching Latin as an end in itself. Says Dr. Gray (*Introductory Lessons in Latin and English*, Part One, XVII),

The practical value of syntax depends upon the selection of topics, not on the basis of their relative importance to a possible student of Caesar, but with the definite aim of equipping pupils adequately in English grammar, thus giving to the majority of first year pupils who will never read Caesar a most valuable and permanent possession that can hardly be gained so well in any other way.

¹This paper was read at the Sixteenth Annual Meeting of The Classical Association of the Atlantic States, at the University of Pittsburgh, April 29, 1922.

²To the list there given, by Professor Knapp, add the following: Green, T. Jennie, *Latin in the Grades*, *Education* 83.18 (January, 1916); *Foreign Languages in the Junior High School*, in the *Year Book of the National Society for the Study of Education*, 16.69-71.

(2) To lay a foundation on which can be built a knowledge of other modern languages. The vocabulary is chosen with a view to the study of French and Spanish, rather than with respect to Caesar alone; we believe that the opportunity that the Junior High School affords for three semesters of Latin before Caesar will make it possible for the work in Caesar to take care of itself. We expect that an interest in the study of languages will be developed as the result of leading the student to see for himself the very close relation between Latin and the Romance tongues.

(3) To make Latin alive by (a) Making a special study of Latin derivatives in English; (b) Developing consistently, as a regular part of the work in Latin, the study of Latin words and phrases that are frequently used in English; (c) Studying the life of the Roman people—their customs, ideas, ideals, and the elements of our civilization that we have derived from them; (d) Emphasizing the relation of Latin to the terminology of science, mathematics, law, and commercial studies; (e) Giving the student a reading-experience so that he can attack Caesar without drudgery.

COURSE

8 B Grade

I. Latin and the Romans.

II. The Life of the Romans: (1) The Roman Family; (2) Roman House and Furniture—Clay Models made in Correlation with the Art Department; (3) Children and Education; (4) Latin Names and their Meanings; (5) Dress and Personal Adornments; (6) Amusements; (7) The Roman Religion (Family Religion, State Religion, Religious Rites); (8) Funeral Customs; (9) Roman Myths and Legends (Romulus, Numa Pompilius, Tarquinius, Coriolanus, Cincinnatus, Horatius, Virginia).

Bibliography: Webster, *Ancient History*; Breasted, *Ancient Times*; Johnston, *Private Life of the Romans*; Atkinson, *European Beginnings of American History*; Atkinson, *Coriolanus*; Quiller-Couch, *Historical Tales from Shakespeare*; Macaulay, *Lays of Ancient Rome*; Paxson, *Handbook for Latin Clubs*.

III. Latin Words and Phrases in Everyday Life.

IV. Vocabulary—practical rather than military.

V. Inflection: (1) Declensions, First, Second, and Third Declensions of nouns and adjectives in the nominative, genitive, and accusative, singular and plural; (2) Conjugations, present, imperfect, and future of the four conjugations.

VI. Syntax: (1) Review of English parts of speech; (2) Subject and predicate nominative; (3) Accusative of direct object; (4) Genitive, possessive; (5) Agreement of adjectives; (6) Agreement of verbs.

VII. Numerals, to 25.

VIII. Derivatives. Stories of interesting word-derivations.

8 A Grade

I. The Life of the Romans: (1) Slaves and Clients; (2) Commerce and Industry; (3) Roman Architecture—The Roman Forum; (4) Roman Roads—Via Appia;

(5) How a Roman Spent his Day; (6) The Roman Army.

II. Latin Words and Phrases in Everyday Life.

III. Vocabulary—practical.

IV. Inflection: (1) Declensions, (a) First, Second, and Third Declensions of nouns complete, (b) Adjective declensions completed, (c) Fourth and Fifth Declensions; (2) Conjugations, (a) Perfect, pluperfect, future perfect active, (b) Passive, entire, (c) Infinitives, present, active and passive, (d) Participles, present active and perfect passive; (3) Comparison of adjectives and adverbs.

V. Syntax: (1) Dative of indirect object; (2) Dative with adjectives; (3) Ablative of means or instrument; (4) Ablative of cause; (5) Ablative of time; (6) Ablative in company with; (7) Ablative of manner; (8) Ablative of place where; (9) Ablative of place from which; (10) Ablative after comparatives; (11) Ablative after numerals; (12) Accusative as subject of the infinitive; (13) Accusative of duration of time and extent of space; (14) Agreement of predicate adjective after complementary infinitive.

VI. Cardinal numerals, 25-100; ordinals, 1st to 10th.

VII. Derivatives.

9 B Grade

I. The Life of the Romans: (1) Great Men of Rome—Caesar, Cicero, Vergil, Horace, Augustus Caesar, the Gracchi, Scipio Africanus, Livy, Tacitus; (2) Great Women of Rome: Their Influence on Political Life.

II. Latin Words and Phrases in Everyday Life.

III. Vocabulary—military.

IV. Inflection: (1) Declensions, (a) Demonstrative pronouns and adjectives, (b) Relative and interrogative pronouns, (c) Personal and reflexive pronouns, (d) Indefinite pronouns; (2) Conjugations, (a) Participles, complete, (b) Infinitives, complete, (c) Subjunctives, active and passive, (d) Deponent verbs, (e) Irregular verbs.

V. Syntax: (1) Genitive and ablative, descriptive; (2) Genitive, partitive; (3) Dative, of possessor; (4) Dative, of service; (5) Dative, with verbs; (6) Dative, with compounds of *sum*; (7) Ablative of specification; (8) Ablative of degree of difference; (9) Ablative with deponents; (10) Ablative absolute; (11) Indirect Discourse; (12) Purpose clauses; (13) Result clauses; (14) Relative clause of purpose; (15) Sequence of tenses; (16) Subjunctive after verbs of fearing; (17) *Cum*-clauses; (18) Indirect question; (19) Substantive clauses.

VI. Derivatives.

9 A Grade

(This 9 A Grade is not the Senior High School 9 A—but a Junior High School final Fourth Semester).

I. Syntax: (1) Gerund and Gerundive; (2) Wishes; (3) Conditions; (4) Subordinate clauses in Indirect Discourse; (5) Supine in *um*; (6) Imperative (present active forms only).

II. Reading: *Fabulae Faciles*; *Viri Romae*; Junior Latin Book—Nepos, History (based upon Livy); *Fables*; Rolfe and Dennison, Junior Latin Book; *Plays*.

In the class-room is a reference copy of Johnston's

Private Life of the Romans, and we make our classes acquainted with most of the familiar aspects of Roman life by such adaptations as the following.

THE FAMILY—FAMILIA

The English word family usually means a group consisting of husband, wife, and children. The Latin word *familia*, however, is much broader in its meaning. Those persons made up the Roman *familia* who were subject to the authority of the Head of the House (*Pater Familias*). These persons might make a host in themselves, wife, unmarried daughters, sons real or adopted, married or unmarried, with their wives, sons, unmarried daughters, etc.

The word *familia* was also very commonly used in a slightly wider sense to include, in addition to the persons named above, all the slaves and clients belonging to the *Pater Familias* or acquired and used by the persons under his authority. In a still wider and more important sense the word is applied to a large group of related persons, the *gens*, consisting of all the household who derived their descent through males from a common ancestor.

The *Pater Familias* lost the control of his daughter when she married, as she then came under the *Pater Familias* of her husband. He might emancipate a son or an unmarried daughter, who then became the head of a new family, but this was very rare.

The *Pater Familias* had absolute power over his children and over the members of his family. He decided whether or not the new born child should be reared; he punished what he regarded as misconduct with punishment as severe as banishment, slavery, and death. Custom, however, put many checks upon the authority of the *Pater Familias*. Custom, not law, obliged the *Pater Familias* to call a council of relatives and friends when he contemplated inflicting severe punishment upon his children, and public opinion obliged him to abide by their verdict.

THE DOMUS

The Roman house did not show as many different types as does the American house of the present time. The Roman house in all times and among all classes had certain main features that were never changed.

The earliest Roman house was the model from which all later forms took their design. It goes back to the simple farm life of early times, when all members of the household—father, mother, children, and dependents—lived in one large room together, the *atrium*. In this room the meals were cooked, the table was spread, all indoor work was performed, the sacrifices were offered to the *Lares* (the household gods), and at night a space was cleared in which to spread the hard beds. The primitive house had no chimney, the smoke escaping through a hole in the middle of the roof. Rain could enter where the smoke escaped and from this fact the hole was called the *impluvium*; just beneath it a basin (*compluvium*) was hollowed out in the floor to catch the water for domestic purposes.

There were no windows, at first, all natural light coming through the *impluvium* and the door. There was but one door.

The Greeks seemed to have furnished the idea next adopted by the Romans—a court at the rear of the *atrium*, open to the sky, surrounded by rooms, and set with flowers, trees, and shrubs. The open space had columns around it, and often a fountain in the middle. This court was called the *peristylum*.

The outstanding feature of the 8 B course lies in the fact that we hand to pupils, daily, typewritten sheets covering the work to be done. There is very intensive concentration on the complements (predicate nominative and object), since the study of cases is, for many

weeks, limited to the study of the nominative and the accusative of the first three declensions. We introduce the genitive only after knowledge of *am um, em, as, os, es*, and a endings and their uses has become more or less automatic—a grasp which, Tenth Grade teachers complain, is by no means to be taken for granted in the case of many students of Caesar.

Similarly, we have restricted the verb-inflections and syntax to the present, imperfect, and future tenses of the four conjugations.

With these made-in-the-Junior-High-School daily lesson-sheets as a text we have proved to our satisfaction that students of the 8 B Grade, upon promotion to the 8 A Grade, can actually handle our regular Latin text-book and complete it in the 9 B Grade.

We are approaching—modestly and as yet afar off—the Junior High School goal that Professor Gonzalez Lodge has defined thus (School and Society 1.304):

... what I have in mind is, in reality, a study of Latin life and civilization around a thread of Latin language. I should hope that at the end of such a course the pupil who took it would have a permanent possession in the form of a broad point of view and appreciation of ancient life. I should expect him to have sufficient knowledge of Latin to be able to proceed to the reading of Caesar or whatever else was used in the upper high school with ease and rapidity. I should expect him to have a more intelligent and accurate acquaintance with the niceties of English usage. Such a course would be cultural and also disciplinary and, at the same time, an adequate preparation for further study.

IRWIN AVENUE JUNIOR HIGH SCHOOL, HARRIET E. KELLY
PITTSBURGH, PA.

REVIEW

Hellenic History. By George Willis Botsford. New York: The Macmillan Company (1922). Pp. 520. \$4.00.

This is a posthumous work by Professor Botsford, who died in December, 1917. The manuscript, left among his papers, was published under the editorship of his son, Mr. Jay Barrett Botsford, Instructor in History at Brown University, who had already collaborated with his father on a book called *A Brief History of the World*. The editor also acknowledges the assistance of several of his father's pupils and friends in the preparation of the bibliographies, illustrative material, and index.

Unfortunately, no mention is made in the Preface of the fact that nearly a quinquennium had intervened between the writing of the manuscript and the appearance of the book. This is manifestly an injustice to the author, who certainly would have availed himself of the investigations of that period in the final draft of the work. Moreover, the manner in which the work has been carried out does an even greater injustice to the painstaking methods for which Professor Botsford was noted, since many of the numerous mistakes which mar the book would have been eliminated by the author, had he lived to place the manuscript in the hands of the printer. More reprehensible yet is the fact that the proof-reading, especially of the notes and the bibliographies, has been careless in the extreme. There is

surely no excuse for such slovenly work, which is especially noticeable in the garbling of foreign names and titles of books, some of which have been mutilated quite beyond recognition (as on pages 101, 460, 474). In reading the book, therefore, one must feel sympathy for the distinguished author, whose well-known accuracy is disgraced by such mistakes, which have no place in a work professing to be scholarly or intended to be used in University classes.

However, despite all such drawbacks, much can be said in praise of the plan and the contents of the Hellenic History. Here, at last, we have an attractive and well-balanced, if not altogether authoritative, work of Collegiate grade by an American historian of eminence. Heretofore, with the possible exception of Professor Bury's *History of Greece*, we have had no text-book on the subject which is exactly adapted to College classes. And Bury's work, with all its excellencies, is too extended in its one-volume edition and too condensed in its School edition, and withal is too political in character to supply fully the demands of an advanced text-book. On the whole, the Hellenic History shows the grasp, insight, and attractive style characteristic of the author's other historical works. In three distinct ways, moreover, it differs from all other text-books of Greek history.

In the first place, political and military history is not the main theme. The book aims to be a symmetrical survey of the activities of the Greek people from their primitive beginnings down to 30 B. C., broadly viewed from the historical standpoint. It represents, as we read in the Preface, "an effort to combine political, economic, social, and cultural history in one synthesis, centering attention on those factors which have contributed essentially to modern civilization". This intention has been carried out, even though it has necessitated the compression or the omission of many topics prominent in most other histories. Of the thirty chapters fully one-half are concerned with the humanistic aspects of the Greeks—society, literature, art, thought, and general culture. Thus the political story of the change from monarchy to democracy in Athens occupies one chapter, of 22 pages (102-123), while the intellectual awakening of Pre-Persian Athens occupies two chapters, of 33 pages (124-185, 136-157). While the story of the War with Persia and Carthage is compressed into a single chapter, of 20 pages (169-189), the account of the Age of Pericles is expanded into four chapters, of 65 pages (234-247, 248-257, 258-274, 275-299), which treat the period from the standpoints of imperialism, democracy, society and public works, thought, culture, and character. The Age of the War Heroes—479-461 B. C.—is treated in two chapters, of 43 pages, one political and economic (190-212), the other social and cultural (213-237). Alexander's conquests occupy 15 pages (445-460), while the culture of the Hellenistic Age occupies 23 (475-498). Great attention is given to character-sketches, some of which are masterly, as, for example, those of Euripides, Socrates, Thucydides, Dionysius I, Plato, Aristotle,

¹The prefatory pages are not numbered.

Philip, and Demosthenes. Others, however, are too short. Others, again, we miss entirely. Thus Pelopidas and Timoleon, two of the greatest Greeks, are merely mentioned, while the sketches of Epaminondas and Dionysius II are exceedingly brief. Of course the incorporation of the cultural achievements of the Greek people in a history of Greece will be depreciated by the technical historian for whom political events form the staple of historical narrative. Such an one will say that the phenomena of art, literature, and philosophy should be left to specialists to analyze, and will recommend the reader to the handbooks of Gardner, Jebb, and Burnet, rather than to Botsford (compare Ferguson, *American Historical Review* 28.80 [October, 1922]).

In the next place, in order to attain this symmetry of treatment, many striking compressions occur, especially in the accounts of wars and battles and of military leaders. Though this is, on the whole, an excellent innovation, the process at times is carried to extremes. The battle of Thermopylae is told in twelve lines (180), and the story of the disaster of the Sicilian Expedition and the treason of Alcibiades (318-321)—the most dramatic episode recounted by Thucydides—is wholly inadequate. The spectacular fall of Athens after Aegospotami is told with little dramatic skill (327-328). The accounts of the changes wrought in military tactics by Epaminondas (365), which made Leuctra and Mantinea possible, and in Philip's phalanx (383-384), which won the day at Chaeronea, are all too short. Of the latter battle, one of the landmarks of universal history, the author merely says (390): "In the battle of Chaeronea, Boeotia, he <Philip> routed their forces". The greatest compression is seen in the account of Alexander's conquests, a subject which always arouses the attention of the dullest class. Fifteen pages tell the story from the crossing of the Hellespont to Alexander's death in Babylon. Of the siege of Tyre, the most famous of ancient history, and that of Gaza, the author merely says (447): "This campaign <that of Issus> involved the capture of Tyre and of Gaza by siege". In the account of Alexander's Indian campaign no mention is made of Porus, or the battle of the Hydaspes, though the latter is described fully by Plutarch from letters written by Alexander himself, and is regarded by most historians as Alexander's greatest military exploit.

In the third place, the most striking feature of the book, one which differentiates it from every other School history, is the presentation of the source-material at the bottom of each page to guarantee the statements and the inferences of the text. This feature makes the book of inestimable value not only to every teacher, but also to every serious student in his collateral reading and training in the method of historical writing. The relative value of such source-material is also often indicated.

The work throughout is characterized by the author's well-known pleasing English style, which is uniformly straightforward and lucid. It is often epigrammatic in its condensation, as on page 497: "Whereas Theocritus stands at the threshold of Alexandrian life, Callimachus occupies its inmost shrine". Again, it reaches poetic

heights, as in these two gems: "Whereas Plato gives inspiration, Aristotle conveys knowledge. The one soars above the clouds, the other keeps his feet firmly on earth" (443). "Casting off from traditional moorings, he <Euripides> pilots mankind over the surging seas of thought and emotion; he bares the storm-tossed heart; but his ship reaches no haven. . ." (332). At times a fondness for classical terminology is displayed, when the author uses words which, even when he explains them, remain strange to the average English reader: e.g. ochlocracy (290, 317), diobely (325, n. 24), periodology (433), teatrocracy (330), Athidographer (431), penestae (400), latifundia (401), ethos (436), Orphists (for the usual Orphics, 439 and n. 27). The sensible plan of Latinizing Greek names is followed, though not consistently, for we find some Greek, and some hybrid ones. Frequently the abbreviations are hard to understand, e.g. SGD. (81, n. 1), SGDI. (469, n. 18), Ergzb. (416, n. 10; 421, n. 27).

The historical judgments given are generally sound, e.g. those on Dionysius I (379), on the clear-cut issue between the Hellenes and Philip (392), on oligarchy and democracy as two types of Republic (412 ff.), on the authorship of the Oxyrhynchus Hellenica (435, and n. 20), and on the guilt of Demosthenes (452). However, the author at times is forgetful of the historian's impartiality and turns advocate: e.g. on the authorship of the Homeric poems, where he presents in substance as the more reasonable the "Unitarian" view as opposed to that of the Wolfians (Christ, Jebb, Robert, Wilamowitz, etc.); on Themistocles, whom he calls "the greatest of the Greeks" (206); and in the statement that human freedom is "the greatest gift of Hellas to mankind" (437). Perhaps the least satisfactory judgment is the one on Alexander, whose absolutism, first shown during the visit to the oasis of Siwe (447), the author regards as the "product of his own experiences" (466-467). In fact, he unequivocally champions the traditional view, represented by Kaerst and others, that Alexander aimed at conquering the world and demanded to be worshipped as a god, though Droysen denied the former and Niese limited his conquests to the Persian bounds and found his claim to divine honor fabulous (*Historische Zeitschrift*, 79 [1891], 1 f.). While Niebuhr and Grote believed in Alexander's mad ambition and vainglory, Kaerst (*Geschichte des Hellenismus*³, 1921) thinks that he merely incorporated ideas which were the fruit of long historical development. Notwithstanding the lack of conclusive criteria, therefore, Professor Botsford sums up the matter by saying (451-452): ". . . and although he remains the most dazzling figure in military annals, it cannot be soberly stated that the world lost through his premature death".

If the historical judgments are generally reasonable, the same cannot always be said of the statements of fact, many of which are easily disproven and others are open to question. Out of the great number of such statements we shall call attention only to a few typical ones. Professor Botsford is right in differentiating Britain from the Cassiterides (63), despite the inde-

cisive evidence of Herodotus and Strabo, on whose authority the two are generally identified (e.g. by T. R. Holmes, *Ancient Britain* [1907], Appendix, 483-498); and no fault will be found with his calling the Etruscans "decadent Minoans" (187). On the other hand, his assertion (149) that "the chief function of the oracle at Delphi was not to reveal the future" will be objected to by every student of Greek religion, and the exaggerated authority given to the historical parts of Aristotle's *Constitution of the Athenians* in reference to the evolution of democracy from the time of the Council of the Four Hundred (108) down to Aristides (204) will be discounted. The idea that the Persian Wars would not have ended if Persia had won Salamis and Plataea (190) is reasonable, for "there were Greek communities that would have shed their last drop of blood" in the fight for freedom; but the assertion that Thermopylae gave evidence of that fact is illogical, for the heroism of Leonidas and his men was merely the outgrowth of the Spartan military system. The picture of Europe in the event of Persian victory as "a mere appanage of Asia" is inconceivable. The greatest fact between Plataea and the advent of Pericles—479-461 B. C.—was certainly the origin and the growth of the Delian League, whose importance would have been better shown had the chapter on The Age of the War Heroes been entitled *The Rise of the Delian League*. The statement that the idea of a symmetrically laid out city was first conceived by the Milesian Hippodamus and applied to Pericles's reconstruction of the Piraeus (266) is discredited by Herodotus's account of Babylon. In stating the causes of the Peloponnesian War (301 f.), too much prominence is given (in following Thucydides) to the Megarian decree and to fear of Athens—the latter was certainly less in 432 than in 446 B. C.—and far too little to the economic causes, as worked out by Grundy and others. The fact is that, if Athens had succeeded in controlling the grain supply of Italy and Sicily, she would have had the Peloponnesian allies literally by the throat. The statement that Pericles's attitude toward the war may only "be inferred from circumstances" (303) is disproved by Thucydides himself, who in the speeches attributed to Pericles makes it perfectly clear that the latter willed the war. The Social War, which so aided the designs of Philip, is merely mentioned (384, 385, n. 7). The author is lukewarm in regard to the theory of Jones (*Malaria and Greek History*, mentioned 401, n. 16) that malaria had a marked effect on the racial vitality of Greece. The battle of Issus was not fought "in a narrow plain hemmed in by forests" (446), but in a plain bounded by mountains and the sea.

Perhaps in the field of art the author shows the least familiarity, as a very few misstatements, chosen almost at random, will disclose. In the chapter on The Minoan Age (8-30) finds from Crete are sadly mixed with those from Mycenaean sites of the mainland. The Doric order is said to be "a growth from Minoan elements" (138), without any regard to Egyptian influence. The Tenean Apollo is said to be in Boston (141). That the stuccoed and painted limestone of the

temples of Syracuse and Acragas "wanted the refined beauty of marble" (210) is questionable. That the curves of Greek columns were "probably not computed mathematically" (270) is a statement which should be modified by the study of optics applied to Greek architecture by Pennethorne, Penrose, and our own Good-year. Instead of there being only two badly mutilated heads by Skopas from Tegea (425), Mendel later discovered two others there, and, in addition, the torso of a female figure draped as an Amazon, and another head on the same scale which probably belongs to it, as both are in Parian marble (*Bulletin de Correspondance Hellénique* 25 [1901], 257 f. and Plates IV-VIII). Praxiteles is known to have worked in bronze as well as in marble (425); Pliny, H. N. 35.69-71, gives a list of his bronze works. The Apoxyomenus of the Vatican certainly does not represent the style of Lysippus (425), except in a very diluted form, whatever we may think of the statue of Agias (426, n. 3) as the norm of Lysippian art.

The cuts are well-chosen and good. Perhaps it would have been better to follow the system used in Breasted's *Ancient Times* of giving fuller legends to such photographs.

In conclusion, it may be said that the *Hellenic History*, despite the fact that it contains much to criticize, will meet a cordial reception among College teachers of ancient history, as it is an interesting and well-balanced, if not altogether trustworthy, account of the Greek people.

UNIVERSITY OF PENNSYLVANIA WALTER WOODBURN HYDE

CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS III

Académie des Inscriptions et Belles-Lettres—May-June, Note sur Julius Priscus Préfet du Prétoire de Gordien, Edouard Cuq; Note Complémentaire sur les Bas-Reliefs Découverts à Athènes dans le Mur de Thémistocle, Th. Homolle [for these see *THE CLASSICAL WEEKLY* 15, 209-210]; Un Présumé Fragment de Plaute en Onciale du (IV) Siècle, Emile Chatelain.

American Anthropologist—April-June, The Composition of Some Ancient Bronze in the Dawn of the Art of Metallurgy [discusses bronzes from Greece, Phoenicia, Etruria, and Crete].

Church Quarterly Review—April, A Philosopher to his Wife: Porphyry *ad Marcellam*, W. J. Ferrar [Porphyry, the Neo-Platonist, delayed the triumph of Christianity; yet he owed something to Christianity, and it owes much to him].—July, Language and Style in the New Testament, F. P. Cheetham.—Oct., The Trinities of Non-Christian Religions, F. Harold Smith [includes reference to Hermes Trismegistus, Philo, Plato, and Numenius]; Judaism and Hellenism, G. H. Box [the author seeks to do justice to both the Hellenic and the Hebraic elements in Christianity; the present tendency, he thinks, is to overemphasize the Hellenic element].

Göttingische Gelehrte Anzeigen—July-Sept., Reviews, by M. Pohlenz, of Karl Reinhardt, *Poseidonios*, J. Heinemann, *Poseidonios' Metaphysische Schriften*, and Hans Strache, *Der Eklekticismus des Antiochos von Askalon*; Reviews, by Hermann Frankel, of Franz Dornseiff, *Pindars Stil*, and Pindar, *Übersetzt und Erläutert*.

Indian Review—Oct., Great Eclipses Known in History, Jivanyi Jamshedji Modi [refers to eclipses associated with Thales, Xerxes, Pericles, Aemilius Paulus, and Drusus].

Isis—Aug., The Development of Trigonometric Methods down to the Close of the XVth Century, John David Bond [mentions several Greek mathematicians].

Lutheran Church Review—July, Notes on New Testament Greek, Robert C. Horn [a comparison of some New Testament usages with those of the Greek papyri].

National Geographic Magazine—Nov., A Sketch of the Geographical History of Asia Minor, Sir William Ramsay [an interesting, instructive article, dealing largely with the classical period].

New York Herald—June 25, One Man's View of Vergil, H. L. Pangborn [a very favorable review of Tenney Frank, Vergil: A Biography]; The City That Tried to be Rome, Helen Augur [an account of Veii, including recent discoveries on its site].—Oct. 15, Autumn Wanderlust and Some Travel Books, Ruth Kedgie Wood [mentions Greek Lands and Letters], Francis G. Allinson and Anne C. E. Allinson; Reviews, under the caption In the Realm of Autumn Art Books, by Christian Brinton, of Ernst Buschor, Greek Vase Painting, translated by G. C. Richards, and of E. Douglas Van Buren, Figurative Terracotta Revetments in Etruria and Latium.

New York Times—April 30, Menander as a Greek Molière, Brander Matthews [review of the translation, in the Loeb Classical Library, of the Principal Fragments of Menander, by Francis G. Allinson. The reviewer, a professor of English at Columbia University, concludes that, "if Terence is only a half Menander, Menander is not even a half Molière"].—Sept. 10, Seneca, Philosopher and Poet, Brander Matthews [reviews of Richard Mott Gummere, Seneca the Philosopher and his Modern Message, and of F. L. Lucas, Seneca and Elizabethan Tragedy. The review of the former book is favorable; gaps in the other book are pointed out].—Oct. 8, The World of Art [includes a very favorable review of Ernst Buschor, Greek Vase Painting, translated by G. C. Richards].

Pedagogical Seminary—June, The Historical Background of Medieval Intellectual Interests [an attempt "to point out the more important historical causes for the decline of the scientific interests and activities of the Hellenic world"].

Rendiconti della R. Accademia Nazionale dei Lincei—Nov., 1921, Orazio e l'Invidia, G. Lumbroso; l'Opera delle Missioni Archeologiche Italiane in Oriente, L. Pernier.

Revista de Ciencias Jurídicas y Sociales—July-Sept., Doctrinas Filosóficas Jurídicas de Platón, Santiago Daurella y Rull [the author divides Plato's doctrines into (1) those involving the individual, (2) those affecting the group. In this article, one of a series, he discusses Plato's views on "La persona y sus derechos", comparing them with modern theory and practice].

Revue de l'Afrique du Nord—April, Les Avocats de la Rome Republicaine et Impériale [a lively and readable article].

Revue de Philosophie—July-Aug., Review, by J. Mangers, of Nic. Pfeiffer, Die Klugheit in der Ethik von Aristoteles und Thomas von Aquin.

Revue Universitaire—June, Chronique du Mois, André Balz [that the Classics may not be invaded by non-essentials, higher standards should be exacted]; Bulletin de l'Enseignement Secondaire des

Jeunes Filles, J. P. Crouzet ben-Aben.—July, Echos [under the subhead "Une opinion allemande sur les humanités", the author quotes from L'Avenir, a review devoted to socialism, an article written in 1911 by the German socialist Franz Mehring. Mehring emphasized the effect of a classical training on such men as Lessing, Winckelmann, and Goethe, insisted that the ancient classical languages are the most efficacious means of developing the capacity to think, and attributed to the classical Gymnasium the progress in all sciences, even in 'the most modern of all sciences, socialism'].—Oct., La Réforme de l'Enseignement Secondaire devant la Chambre, Maurice Lacroix [the question of the proper place of Greek and Latin is the leading problem of the Chambre des Députés in the matter of educational reform. The 'Moderns' pay high tribute to the Humanities, and wish to maintain the old classical curriculum, but side by side with one in which Modern Languages replace the ancient; the Classics of France, they urge, should be studied beside those of Greece and Rome or in place of them. The classicists would accept "beside", but not "instead of", in this programme].—Nov., La Réforme, etc., completed The Fédération des Professeurs de Lycée had voted, on the question whether Latin should be obligatory, Yeas 1,821, Noes 346; on whether it should be obligatory in the Fourth Class, Yeas 919, Noes 655. M. Berard, Minister of Public Instruction, would make Latin obligatory for four years, and optional thereafter; he would prefer that it be maintained throughout the course; Chronique du Mois, André Balz [the author thinks that French institutions of higher learning in general are suffering from embarrassingly large registrations; the Section Gréco-Latine is particularly popular. But such studies are studies for the élite only; to-day everybody "veut être de l'élite"]; Bulletin de l'Enseignement Secondaire des Jeunes Filles, J. P. Crouzet ben-Aben [the writer rejoices over M. Berard's decision to adapt his proposed reforms to the education not only of boys, but of girls—among the latter the Humanities are objects of increasing favor]; Textes et Documents: Lettre de M. le Ministre <de l'Instruction Publique> aux Présidents des Commissions de l'Enseignement du Sénat et de la Chambre [pleads the cause of the Classics; proposes that for four years all students shall follow the same programme, including four years of Latin and two of Greek; that then, when they are sufficiently mature, they shall be allowed to choose between ancient and modern languages for the last two years of their course]; Echos et Nouvelles: Le Latin à l'Ecole Primaire [an argument that all social classes should have a chance to share in the privileges now reserved to the well-to-do, and so a proposal that in the Free Schools children shall, in their twelfth year, be taught Latin, by the teacher, if the teacher is competent to do so, otherwise by the Curé or the Pasteur].

HUNTER COLLEGE,
NEW YORK

E. ADELAIDE HAHN

THE CLASSICAL CLUB OF PHILADELPHIA

The 165th meeting of The Classical Club of Philadelphia was held on Friday, January 5, with 38 members present.

The 'Classicist in Business' was in evidence, in a contribution from one of the members, an officer of the Anaconda Copper Mining Company, now resident in Chicago, though still retaining active membership in the Club. This contribution, read, in the absence of the author, by the Secretary, was a particularly graceful variation in verse on the theme of Horace, Carm. 3.13.

The paper of the evening was read by Professor A. L. Wheeler, of Bryn Mawr College, on Some Topics from the Biography of Ovid. It was the outcome of researches made by the author in all possible sources of information concerning Ovid's life, as part of his attempt to prepare an adequate biography of the poet. This biography will appear as the introduction to the translation of the *Tristia* and the *Epistulae ex Ponto* which Professor Wheeler is preparing for the Loeb Classical Library. The paper was of unusual interest, and was exactly what might have been expected from the great learning, untiring energy, and literary skill of its author.

B. W. MITCHELL, *Secretary*

A MODERN RUSO

Once upon a time there lived at Rome a certain Ruso, with literary ambitions. He was at first deservedly unable to get an audience for his readings of his own productions. But, being a man of means, he hit upon an expedient to remedy the defect. He lent money to persons who would not be able to pay their debt, and, when they failed to pay, he renewed the note or forgave the interest, on condition that they should come to hear him read his writings. The debtors listened with resignation such as that of a captive stretching out his throat for the priest's sacrificial knife. This, apparently, is the picture presented by Horace, *Serm.* 1.3.86-89, when he says that, if your friend has committed some slight fault,

odisti et fugis ut Rusonem debitor aeris,
qui nisi, cum tristes misero venero Kalendae,
mercedem aut nummos unde unde extricat,
amaras
porrecto iugulo historias captivus ut audit.

Ruso seems to have reappeared on earth in Buenos Aires, for a dispatch from that city by Associated Press Mail, dated November 16, 1922, reads as follows: "An inmate of the national penitentiary recently complained bitterly of the cruelty to which the prisoners were subjected by the governor of the establishment. A representative of *La Nacion*, who was sent to investigate the charge, was sympathetically received by the kindly and gentle governor, who explained that his treatment of the prisoners was marked by extreme consideration. It was only when the governor confessed that upon occasions he read poetry of his own composition to the prisoners that the mystified reporter was able to guess at the origin of the denunciation".

Truly there is nothing new; even M. Coué's slogan was anticipated by Livy, 22.39.12, in the exhortation of Fabius to Paulus: *Meliores prudentiores constantiores nos tempus diesque facit.*
UNIVERSITY OF PENNSYLVANIA

ROLAND G. KENT

THE EFFECT OF FIRE ON GRANITE

I notice in *THE CLASSICAL WEEKLY* 16.73-76, 96, references, in papers by MESSRS. Sage, Horn, and Beal, to the effect of heat on stones of various kinds, and on volcanic glass.

It was my good fortune to see a very brilliant exposition of this phenomenon during the great fire in Boston, in November, 1872. The epizootic in Boston had put all the horses out of commission, and to Harvard students had been assigned the task of drawing the fire engines of Cambridge during the prevalence of this disease among the horses. I was one of the boys that dragged a fire engine from Cambridge to Boston, and, therefore, had an extraordinarily fine view of the conflagration. It was soon noticed that, when the water was turned upon the heated granite blocks of the buildings, they scaled off as if split by some unseen and invincible force. If there was a granite column, it was soon cut in two. Instead of the water helping to pre-

serve the granite buildings, it served to destroy them speedily.

WOODWARD BUILDING,
WASHINGTON, D. C.

H. W. WILEY

Dr. Wiley's interesting note has set me thinking, again, of a matter that came to my mind as Professor Sage's paper (*THE CLASSICAL WEEKLY* 16.73-76) was passing through the press. Professor Rodolfo Lanciani, in his delightful book, *Ancient Rome in the Light of Recent Discoveries* (Houghton Mifflin Company, 1889), has a chapter entitled *Police and Fire Departments* (206-230). On pages 217-221, he speaks of the frequency of fires in ancient Rome, and of the terrible destruction wrought by them. Everybody will remember, in this connection, Juvenal's description, 3.197-222 (see *THE CLASSICAL WEEKLY* 14.121). On page 219, Professor Lanciani wrote as follows:

"In all these reports of fires, however, there is one thing which I fail to understand, and that is how fire could have attacked, injured, or altogether destroyed edifices built of marble and bronze, without a particle of timber or other combustible matter. Take, for instance, the Pantheon of Agrippa, which ancient writers assert was twice burnt,—once under Titus, once under Trajan. There is not an atom of it capable of catching fire; not even French petroleurs could do the slightest harm to it. It is also a mystery to me how the Colosseum could have been set into a blaze by a thunderbolt, on August 23, A.D. 217, and that it should have taken not less than six years to repair the damage. Still, the fact is proved by the testimony of Dion Cassius (lxxviii.25), by the coins of Severus Alexander, showing the view of the restored amphitheatre, and by the amphitheatre itself, the upper tiers of which appear to have been rebuilt in haste, with materials taken from other edifices".

Perhaps we have an answer to the thing that puzzled Professor Lanciani, in the various discussions in *THE CLASSICAL WEEKLY*, concerning the effect of fire upon stone. It may very well be that Professor Lanciani was not entirely correct in saying that the buildings to which he refers had not "a particle of timber or other combustible matter" in them or about them. We are familiar enough, unhappily, in these modern days, with the practice whereby a "fireproof" building is filled with inflammable material—partitions, furniture, etc. It may well be that there were things of this sort in the ancient buildings, even though we have no evidence to that effect.

C. K.

SIR FREDERIC KENYON'S VISIT TO THE UNITED STATES

From February 6-24 Sir Frederic Kenyon, Director and Principal Librarian of the British Museum, was in the United States, as the guest of The American Classical League, to speak at luncheons and dinners in behalf of classical education. On February 8 he was at Yale University, on February 9 at Harvard University, and at the Boston Museum of Fine Arts. On February 10 he spoke at a dinner in Montreal, on February 13 he was at the Field Museum, Chicago, and at the University of Chicago. On February 15 he visited Kenyon College at Gambier, Ohio, founded about one hundred years ago by a member of his family. On February 19 he was in Baltimore, on February 20 in Philadelphia, at the University Museum, at a reception and at a dinner. On February 21 he was at Princeton University, and at a dinner in New York, at which the Hon. Elihu E. Root presided. On February 22 he spoke, as the former President of the British Academy, at the dedication of the building of the American Academy of Arts and Letters in New York. On February 23, he visited the Metropolitan Museum of Art, and was present in the evening at a dinner at the residence of President Butler, of Columbia University. C.K.